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IDENTIFIERS *Comprehensive Employment and Training Act

ABSTRACT

An overview of cooperation between CETA (Comprehensive Employment and Training Act) and vocational education is presented in this speech, including a look at data on legislation, history, and funding sources. In light of CETA legislation's specificity on how local sponsors are to work with vocational educators, the speech gives excerpts and summaries of relevant legislation before dealing with (1) history--youth employment program beginnings and antecedents where, historically, federal agencies have had difficulty cooperating to serve people as a result of "turf protection"; (2) funding sources, determination formulae, and difference between funding provisions; (3) examples of coordination: programs from many states are considered worthy of mention, but thirteen are singled out, described in brief, and offered as evidence of cooperation that works. These programs address such issues as job readiness training, eliminating sex stereotyping, work/study, work experience programs, school-to-work transition, and come from industry, state agencies, colleges, private business, and other sources. Assessing this mandated cooperation, the speaker suggests new definitions to accomodate new programs. Noting that vocational education and CETA share common ground since both aim to train people for employment, the speaker asks how, if the former is to serve the latter, the rigid structure of classrooms, buildings, and faculty can be altered to serve those who have dropped out because of the system. (CP)

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CETA VOCATIONAL LINKAGE

CONFERENCE - REGIONAL EPDA

March 28th & 29th, 1979

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The National Center for Research in Vocational Education

Ohio State University

Columbus, Ohio

CE 022 934

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INTRODUCTION

The rules of Public Speaking suggest that every good speaker get the audience in a receptive mood. One way the manual proposes to do this is by relaxing the audience with a good joke. First of all, I'm not a good speaker and second, this topic is no joking matter. It is a serious problem that concerns it self with peoples' lives and pocketbooks. I do not speak for the National Center for Research in Vocational Education, I do not speak for Bob Taylor, the Executive Director, I speak for Lucy Campbell-Thrane. The authority on which I speak is that--I've been there. I've smelled the smells, I've seen the sights, I've felt the fear. I have battle scars from rocks, knives, fingernails. And even a bad tailbone--the result of having been pushed right on my ____, you know where because I threw one big bruiser out of the Skill Center for smoking grass.

If you want philosophy, you don't want to listen to me. If you want the truth about "the way it is," then we've a common ground on which to communicate.

What I feel is not bitterness for the problem, but frustration because the problem has been evident so long. So much money has been spent, so many promises have been made, and we haven't made a dent in places where it really counts.

A LOOK AT THE LEGISLATION

Vocational Educators blame Congress for developing the CETA legislation, and blame prime sponsors for not wanting to work with them. CETA prime sponsors say, "Vocational Educators aren't

interested in our clients." The debate goes on and on. But let's take a look at some fo the factors that spell defeat of coordination before it begins.

We start with the legislative Public Law 94-482 (Vocational Education Amendments of 1976) speaks only to top level planning committees. (Transparency I and II)

State and Local Advisory Councils

Sec. 105(a)(15) one or more individuals who represent State Manpower Services Council established pursuant to section 107 of the Comprehensive Employment and Training Act of 1973. Sec. 105 (d) (A) Each State Advisory Council shall identify, after consultation with the State Manpower Service Council, the vocational education and employment and training needs of the state and assess the extent to which vocational education, employment training, vocational rehabilitation, etc.....

General Application

Sec. 106(a)(4) funded distributed to eligible participants..... (c) describe how the activities proposed in the application relate to manpower programs conducted in the area by a prime sponsor, established under CETA Act of 1973, if any, to assure a coordinated approach to meeting the vocational education and training needs of the area or community.

Five Year Plan

Sec. 107(a)(1) In formulating this plan, the State Board shall involve the active participation of....(H) a representative of the State Manpower Service Council appointed pursuant to section 107

COORDINATION
AS REQUIRED BY

Public Law 94-482 Vocational Education Amendments	Comprehensive Employment Terminal Act of 1978
Speaks to top level planning committees:	CETA prime sponsors are required not only to have vocational education involved in planning, but to use facilities, staff, information from NOICC/SOICC:
State and Local Advisory Councils Sec 105 (a) & (d)	Title I - Administrative Provision Sec 103
General Application Sec 106 (a) & (c)	Governor's Coordination and Special Service Plan Sec 105
Five Year Plan Sec 107	Supplemental Vocational Education Assistance - Prime Sponsor's Planning Council Sec 109
National Advisory Panel Sec 162	State Employment and Training Councils Sec 110
Related Amendments Sec 203	Utilization of Services and Facilities Sec 129
	Participant Assessment Sec 205
	Services for Economically Disadvantaged Sec 211

YEDPA COORDINATION
DOES IT HAPPEN?

Youth Incentive Entitlement Projects

- Earn money to remain in high school
- Earn money to return to high school (for dropouts)
- Find ways of re-entering high school (for dropouts)
- Discover career-related reasons for completing high school

Youth Community Conservation and Improvement Projects

- Earn money while acquiring specific vocational skills
- Expand options for vocational skill training beyond those offered by the education system
- Acquire general employability skills

Youth Employment and Training Programs

- Engage in subsidized work experience that will enable one to explore career options and make better career decisions
- Acquire specific vocational skills
- Be recipients of transition services to be available to all youth
  - Counseling, including career counseling
  - Occupational, educational, and labor market information of a national, State, and local nature
  - Assistance in making the transition from school to work
  - Career exploration in both the public and private sector
  - Job placement assistance
  - Assistance in combatting race and sex stereotyping as deterrents to full freedom of educational and occupational choice.

(a)(z)(A)(i) of the CETA of 1973 (4)(A)(5).... set out criteria which have been developed for coordinating manpower training programs conducted by prime sponsors established under CETA of 1973 with vocational education programs assisted under this act and for coordinating such vocational education programs with manpower training programs.

National Advisory Council

Sec. 162(a) The National Advisory Council shall include.... (4) representing the National Commission for Manpower Policy created pursuant to Title V of the CETA of 1973. 162(b) The National Advisory Council shall....(4)(B) comment at least once annually, on the reports of the National Commission, which comments shall be included in one of the reports submitted by the National Advisory Council pursuant to this section and in one of the reports submitted by the National Commission pursuant to section 505 of the CETA of 1973.

Related Amendments

Sec. 203(a)(1) Section 107(a)(2)(A) of the Comprehensive ETA of 1973 is amended by redesigning....one representative of the State Advisory Council on Vocational Education and the CETA personnel will identify training, employment, and vocational needs.

CETA legislation begins in Title I to describe how there should be involvement with vocational education:

Title I Administration Provision

Sec. 103 Prime Sponsor's Employment training plan(a)(3)(A) the methods and institutional arrangements which will be used to involve community based organizations, educational agencies and.....
(B) the methods and criteria which will be used to select such

deliverers of services from an inventory of potentially available deliverers of services....(16) include a description of the procedures concerning academic credit developed in conjunction with the appropriate local educational agency or institution of higher education and approved by the appropriate State educational agency (including State agencies responsible for postsecondary education), or where a prime sponsor's area includes more than one local educational agency, developed in conjunction with, and approved by the appropriate State educational agency.

Governor's Coordination and Special Services Plan

Sec. 105(b) Governor's coordination and special services activities shall include the following:

1. coordinating all employment and training education and related services provided by the State, by prime sponsors, by State education agencies and other appropriate institutions of vocational and higher education, State and local public assistance agencies, and by other providers of such services within the State;

5. assuring the promotion of prime sponsors planning that takes into account conditions prevailing in labor market areas covering more than one prime sponsor area, as well as related activities such as community development, economic development, vocational education, vocational rehabilitation, and social services.

Prime Sponsor's Planning Council

Sec. 109(a) Each prime sponsor designated under section 101(c) shall establish a planning council. (b) Each planning council

functions under this Act, and to the extent permitted by law, to utilize the services and facilities of departments, agencies, and establishments of the United States. The Secretary is also authorized to accept and utilize the services and facilities of the agencies of any State or political subdivision of a State, with its consent.

(b) The Secretary shall carry out responsibilities under this Act through the utilization, to the extent appropriate, of all resources for skill development available in industry, labor, public and private educational and training institutions, vocational rehabilitation agencies, and other State, Federal, and local agencies and other appropriate public and private organizations and facilities, with their consent.

Supplemental Vocational Education Assistance

Sec. 204(a)(1) From the funds available to him for this section the Secretary shall make grants to governors to provide financial assistance, through State vocational education boards, to provide needed vocational education services in areas served by prime sponsors, in accorance with an agreement between the State vocational education board and the prime sponsor. (2) The State vocational education board, prior to making any agreement with a prime sponsor as provided in paragraph (1) shall consult with and obtain the advice and comment of the designated representatives of the State agencies and councils which are required to be involved in the formulation of the five-year State plan for vocational education pursuant to section 107(a)(1) of the Vocational Education Act of 1963.

established under subsection (a) shall consist of members who are representative of the eligible population (including significant segments thereof), organized labor, employees who are not represented by organized labor, community-based organizations, the employment service, veterans organizations, representatives of handicapped individuals, vocational education agencies, public assistance agencies, other education and training agencies and institutions, business, labor, and, where appropriate agricultural employers and workers.

State Employment and Training Council

Sec. 110(a)(3)(D) representatives of service deliverers, who together shall comprise not more than one-quarter of the membership of the council, including at least:

(i) one representative each of the State board of vocational education and the public employment service of such State

(ii) one representative of the State Advisory Council on Vocational Education created pursuant to section 105 of the Vocational Education Act of 1963

(iii) one representative of the State public assistance agency

(iv) one represenative of each such other State agency as the Governor may determine to have a direct interest in overall employment and training and human resource utilization within the State

Utilization of Services and Facilities

Sec. 129(a) In addition to such other authority as the Secretary may have, the Secretary is authorized, in the performance of

Participant Assessment

Sec. 205(a) In order to assess the appropriate mixture of training or employment services, or both, needed by each individual receiving assistance under this title, the prime sponsor shall assist each such individual to establish a personalized employability plan. In establishing such a plan, prime sponsors shall take into consideration an individual's skills, interests, and career objectives, subject to the availability of services, and shall consider the barriers to employment or advancement faced by that individual in order to assist that individual to attain unsubsidized employment. (b) An assessment of appropriate training and supportive services shall be made at the time of entrance to a program assisted in part or in whole by this title, which shall be received periodically throughout the duration of the individual's participation in a program funded under this title. Such assessment shall be included in each individual's employability plan. (2) The remainder of the funds available under this section may be used

(1) to coordinate programs under this Act with existing vocational education programs

(B) to coordinate the utilization of funds under this Act and the Vocational Education Act of 1963 to enhance economic growth and development in the State

(C) to develop linkages between vocational education, education, and training programs under this Act and private sector employers

(D) to provide technical assistance to vocational education institutions and local education agencies to aid them in making cooperative arrangements with appropriate prime sponsors

(E) to provide information, curriculum materials, and technical assistance in curriculum development and staff developments to prime sponsors.

Part B--Service for the Economically Disadvantaged

Sec. 211(5) on-the-job training and training leading to self-employment in small business

(6) work experience programs providing employment opportunities for eligible individuals unable to attain employment with public or private sector employers, which shall be designed to increase the employability of the participants through development of work habits, occupational skills, and linkages with other training programs, or to provide temporary employment to individuals who are seeking suitable placement in classroom training, on-the-job training, public service employment, or other such employment and training opportunities. (C)(7) provide utilizing services.... state vocational education and vocational rehabilitation agencies.. area skill centers....local educational agencies, post secondary training and education institutions...(8)(C) a description of arrangements to promote maximum feasible use of apprenticehsip or other on-the-job training opportunities (13) include a description of the methods and arrangements which will be used to ensure the fullest possible utilization, consistent with the education and training needs identified in the plan, of public vocational education. (14) to provide evidence that in the development of such a

continuing process of consultation with interested groups in the area not directly represented on the prime sponsor's planning council, including local advisory councils established under section 105(a) of the Vocational Education Act of 1963 and the private industry council established under section 704 of this Act, representatives of local education agencies, and representatives of postsecondary educational agencies, (15) include a description of the methods for coordination between the prime sponsor and the local State employment security agencies and delineate the specific responsibilities of each in the delivery of employment and training services for participants funded under this Act and under the Wagner-Peyser Act, with the goal of maximizing the level of coordination between the prime sponsor and the local employment security agency and the local employment security agency and minimizing duplication....

In summary then, the CETA legislation is very specific about how the local prime sponsor is to work with local vocational educators. The governor is given dollars to assist in buying vocational education services. There is planning, yes. But planning with specific purpose from use of employment/trainees statistics, to use of facilities and staff, to development of personalized employability plan.

A Look at History

(Transparency III)

History, too plays a role in why coordination does not always work. It is unnecessary for me to discuss with you today the historical evolution of Vocational Education Act of 1976 and the Comprehensive Employment and Training Act Amendments of 1978!

Vocational Education	Comprehensive Employment and Training
Morrill/Land Grant College Act 1862 and 1890	Wagner/Peyser Act
Nelson Amendments of 1907	Employment Acts 1946
Davis and Dolliver/Davis 1907 - 1910	Area Redevelopment Act 1961
Page Bills 1911	Manpower Development and Training Act 1962
Smith-Hughes Act 1917	Adult Basic Education Program
George-Reed Act 1929	Human Resources Program
George-Ellzig Act 1935	Emergency Employment Act 1971
George-Deen 1937	Comprehensive Employment Training Act 1973
George-Barden Act 1946	YEDPA 1977
Vocational Act of 1963	
Vocational Act of 1968	
Vocational Act of 1973	
Vocational Act of 1976	

Transparency III

All of you are knowledgeable concerning this evolution, or you would probably not be here today. It suffices to say that vocational education had its beginning with the Morrill or Land Grant College Acts of 1862 and 1890. CETA's origin is a little more complicated since circumstances of unemployment brought economic pressure on legislators to provide training programs that would prepare the army of unemployed to enter the labor force. Several pieces of legislation were passed in shotgun succession. The Area Redevelopment Act of 1961 Manpower Development and Training Act of 1962, Economic Opportunity Act of 1964 and Model Cities Act of 1963--are determined to help to solve the unemployment situation and to calm the restless who burned cities and cried for equality.

Historically, federal agencies have found it difficult to coordinate, to cooperate or to even link up resources in order to serve people. Within governmental agencies, offices or divisions protect the little carved out area of turf that becomes the all important part of their own programs designed to serve their own special clientele.

Somehow, we seem never to learn. Attempts were made in the late 50's and early 60's to promote agency cooperation between programs with the Cooperative Area Manpower Planning System's (CAMPS) and the Concentration Employment Program (CEP), both sponsored by D.O.L. Great difficulties arose because there was no incentive or sanction to cooperate. The players in that drama only envisioned their turf being torn and shared.

The Youth Employment Training programs found their origin in a combination of programs that had varying degrees of success under the youth programs of MDTA. The Neighborhood Youth Corp, the Job Corp, the Apprenticeship Outreach Program and the Summer Youth Programs of the 60's all rolled into one package with a few minor changes suddenly became the Youth Employment and Demonstration Projects of 1977. One probably should also throw in the old Civil Conservation Corp of the Roosevelt area since it was one of the original programs that dealt with getting young adults off the streets and off the unemployment roles and into the business of civil engineering and conservation projects.

The past four decades then have seen many attempts of the Federal government to respond to the economic pressures of society.

A Look at Funding Sources

(Transparency IV)

In order to understand why it is difficult to have coordination across programs in Vocational Education and CETA, one must look to how these programs are funded and administered.

Vocational education is primarily a state program. States are assigned federal dollars by an allotment ratio based on average per capita income. They present five year projection plan and an actual annual plan. Some programs match dollar for dollar, while other programs require no matching funds. Many states contribute as much as to , which other states

CETA/YEDPA programs are controlled by local prime sponsors. The amounts of money flow into large urban areas because the

FUNDING SOURCES

Vocational Education

Funds flow to State to local
States submit to Federal government:

Five-year Plan
Annual Plan

Formula:

Based on average per capital income over three most recent years

State Program Allocations

Part B: Of Act- state matches dollar for dollar

80 percent of fund

Program Improvement and Supporting Services, exemplary and innovative programs

20 percent

Training Period-longer that one year

Services for Economically Disadvantaged
6 percent of CETA funds go to Governor to operate through vocational boards
5 percent of this 6 percent must be used for providing vocational education services to participants

Focused on all students who desire vocational training, but special emphasis and dollars for target populations

No Training Stipends

Comprehensive and Training

CETA funds flow and are controlled by local government:

Prime Sponsor's Plan

Formula:

Relative number of unemployed,
Relative number of persons with below low-income levels and the relative number of unemployed residing in areas of substantial employment

Training Period-Shorter, more flexible

YETP

75 percent funds go directly to prime sponsors on formula basis
22 percent becomes target share with vocational education service
5 percent funds go to Governor for special statewide youth service

Focused on economic disadvantagement

Training Stipends

distribution is based on the number of unemployed, the number of families in low-income brackets, and the number of unemployed people in areas that have high unemployment rates. Planning is poorly coordinated because the name of the game is "Getting Jobs."

As important as the funding structure is the operational structure. Vocational education is tied to buildings, equipment, certification and job placement. CETA training programs take place in any fashion or location the prime sponsor desires. One strength of these programs lies in the fact that CETA programs are taken out into the community to train people on their own turf.

Results of the programs are difficult to compare. Vocational educators pride themselves on preparing craftsmen who have skills that are transferable and provide smoother transition from school to work. CETA/YEDPA has provided itself with placing people on payroll in as short a time as possible. Little thought of teaching lasting skills and coping mechanisms for lasting affects.

Is Coordination Working

The picture is not all bad. However, the writer did have to really search far and wide to find examples of how coordination does and can work. In researching, you might be interested in the findings both positive and negative.

Case I Eric County, Region II, New York

Eric County received for the National Association of Counties, the 1979 New County Achievement Award by placing youth in work experience situations that provided them with "salable abilities

in the job market, thereby, decreasing burdens placed on local communities."

"A work experience program should be a natural outgrowth of career education and vocational education. This, however, had not been the case. Even the programs which existed two or three decades ago such as distributive education have, for the most part, disappeared. The resulting lack of structured avenues for development has left students who stop their education at or before the high school level with few realistic chances of obtaining gainful employment within any given occupational area. Nowhere has this been more profound than among handicapped students. Additionally, such students who find school to be difficult and often frustrating have demonstrated a tendency to terminate prematurely. Those students who manage to find employment do it with regard for any correlation to their interests, values and aptitudes."

What the researcher learned is taht many program director's voice coordination. When one delves into the actual activities, one is aware that talking/communicating takes place, but what else really happens, one would have to actually visit.

I am providing you with some examples that at least refer to working with vocational eductors and facilities. However, out of 32 programs from all over the United States, only 8 speak to actual work with local educational agencies. Many speak to working with groups such as CETA Marketing Team, Operation, SEC, Women's Resouce Center, G.I. Forum, Urban League, State Employment Service, NAB and Workout Ltd. Local Education agencies are left out.

Here are a few programs with local contacts should any of you desire to check them out.

TITLE: Upward Mobility in State Government

SOURCE OF FUNDS: Intergovernmental Personnel Act Grant (IPA)

UNIQUE FEATURES: This restructuring project was phase four of five phase Upward Mobility Program which was designed to be a model for state agencies in Oregon as well as across the country.

GOALS AND OBJECTIVES: The two major objectives which phase four was able to assist in accomplishing were: (1) to provide a clear path for employees to move from lower level positions to positions of greater responsibility. (2) to open up positions at lower levels for entry of new people, particular minorities and women.

CONTACT PERSON: Carlene A. Jackson
State of Oregon
775 Court St.
Salem, OR 97325 (505) 378-5578

TITLE: Restructuring to Remove Barriers to Job Advancement

SOURCE OF FUNDS: No special funding, costs were absorbed by Personnel Department

UNIQUE FEATURES: (1) Management recognized the potential barrier to advancement created by the sex-stereotyped title of Secretary. Having a sensitivity to the power of words, the personnel dept. was then able to create a new title which not only lacked sex-stereotyping but also allowed flexibility in the integration of new duties. (2) This program dispenses with some very traditional personnel concepts; e.g., pay for performance rather than pay for longevity and that secretaries' should be classified according to the work they perform rather than the level of their supervisor.

GOALS AND OBJECTIVES: The primary objectives were to change traditional clerical work roles and patterns; and to break down the artificial barriers to advancement that the present job classification system, with its neat little boxes, imposes. Those in the new "Management Aide" classification will still not be eligible for professional positions without a bachelor's

degree but the advancement throgh the ranks of nonprofessionals is infinitely smoother.

CONTACT PERSON: Edward Cassidy
Sandia Laboratories, Organization 4112, P.O. Box 5800
Albuquerque, NM 87185 (505) 264-6989

TITLE: Center for Labor Research and Studies YETP

SOURCE OF FUNDS: YETP, CETA Title III

UNIQUE FEATURES: (1) linkage with labor unions to offer preapprenticeship training in graphic arts and allied printing trades. (2) experimental concept designed to test the hypothesis that disadvantaged participants will develop better work attitudes and will be more successful in immediate educational or employment activities when integrated with non-disadvantaged participants. (3) program addresses immediate and projected labor market need for local area.

GOALS AND OBJECTIVES: (1) To provide classroom training and on-the-job training (OJT) for 70 out-of-school youth in the occupational areas of retail sales and printing/graphic arts. (2)To test the concept that disadvantaged youth develop and/or educational activities when integrated with non-disadvantaged youth.

CONTACT PERSON: Margaret Croxton, Youth Director
Broward Employment and Training Administration
330 N. Andrews Ave.
Fort Lauderdale, FL 33301
(305) 765-8274

TITLE: Experience Based Career Education Internship

SOURCE OF FUNDS: YETP

UNIQUE FEATURES: (1) Linkage with Community Action Programs and with private sector businesses. (2) Career exploration through on site internships at potential employment sites. (3) Focus on exposing youth to other career possibilities within the placement business other than the specific career selected by the youth.

GOALS AND OBJECTIVES: (1) To provide youth with the opportunity to develop skills related to individual career objectives. (2) To encourage the development of a greater understanding by the business or professional of the problems faced by disadvantaged youth. (3) To benefit the community through the strengthening of partnership between the public and private sectors. (4)

To provide youth with the opportunity to develop insight into the total operation of a business concern.

CONTACT PERSON: Joseph Fee
Human Resources Department
Work Training Unit, Manpower Services
315 N. Hudson
Oklahoma City, OK 73102
(405) 231-2313

TITLE: Administrative Aide (Personnel)

SOURCE OF FUNDS: N/A

UNIQUE FEATURES: This program is a demonstration effort to accomodate the bridge position concept in a credentials and examination oriented system. Most often, bridge positions are designed for a specified duration enables the employee to receive a non-competitive promotion to the professional entry level. In this example, noncompetitive promotion is not possible because of the philosophy and operating procedures of the agency.

GOALS AND OBJECTIVES: The goal of this program is to provide a "bridge" position between the clerical series and the professional personnel administrator series. This position provides a means of rewarding clerical personnel with outstanding performance and rewarding positions which give them new technical competencies while completing the educational requirements necessary to compete for professional positions.

CONTACT PERSON: John J. Burrell
New York State Department of Civil Service
State Office Campus Building
Albany, NY 12239
(518) 457-6225

TITLE: Operation Mainstream

SOURCE OF FUNDS: SPEDY CETA Title III

UNIQUE FEATURES: (1) Integration of physically handicapped youth with non-handicapped youth in a work experience program. All participants are economically disadvantaged. (2) Mainstreaming of handicapped youth into the work world. (3) Cooperative working agreements with local public high schools, the Texas Employment Agency, and the local AFL/CIO. (4) Usage of a work experience program as a key element in the socialization and assimilation of handicapped youth into the community.

GOALS AND OBJECTIVES: To provide youth with a work experience which will not only encourage healthy work attitudes, but also enhance understanding of the handicapped and the world of work. To encourage handicapped youth to see themselves as potential contributors in a work situation. To facilitate acceptance of handicaps as a reality to both handicapped and normal youth. To encourage a mutually beneficial exchange between normal and handicapped youth.

CONTACT PERSON: Ms. Tinker Legg
Bexar County Labor Community Agency, Inc.
1405 N. Main, Suite 207
San Antonio, TX 78212
(512) 225-3885

TITLE: Community Facilities Refurbishment and Improvement Project

SOURCE OF FUNDS: CETA, Title III, Part C Subpart 2, YCCIP / Title VI, PSE

UNIQUE FEATURES: The project is an excellent example of cooperation between CETA prime sponsor and a local labor union in providing an employment and training program for poor, hard-core, disadvantaged dropouts. A nondirective approach is used to emphasize self-direction, motivation, and independent decision making which will affect career development. Basically, the project is a hands-on work experience program which incorporates various building trades.

GOALS AND OBJECTIVES: The goals of the project are to promote independent decision making, eliminate identifiable barriers to employment and concurrently meet community needs. Program participants will have the opportunity to: learn basic labor market and specific occupational skills, increase their work productivity, relate educational achievement with employment potential and develop independent decision making skills.

CONTACT PERSON: Suzanne Patterson
Penobscot Consortium Training & Employment Administration
P.O. Box 1136
Bangor, ME 04401
(207) 945-9431

TITLE: Career Planning Decision Process Project

SOURCE OF FUNDS: CETA Title III Part C, Subpart 3 (YETP) / CETA Title VI (PSE)

UNIQUE FEATURES: The program provides a comprehensive assessment of attitudes, aptitudes and skills along with training in decision making for out-of-school youth who have not made career choices. It was adapted from an adult program and will soon operate for in-school enrollees in four public schools, demonstrating the feasibility of program replication for various client groups. The program also demonstrates effective linkages between a prime sponsor, a community action agency and a community college in the delivery of CETA services.

GOALS AND OBJECTIVES: The goals and objectives of the program are: to aid YETP out-of-school clients in developing self-profiles and in obtaining the necessary skills to make informed career choices; to demonstrate how the process can be adapted to serve various client groups; to provide assistance to other groups interested in replicating the program; and to improve work-education, and CETA linkages in the community.

CONTACT PERSON: Lou Dodge
Bergen Community College
295 Main St.
Hackensack, NJ 07601
(201) 489-0240

TITLE: Career Employment Experience Program

SOURCE OF FUNDS: CETA, Title III, Part C, Subpart 3 (YETP)

UNIQUE FEATURES: Through a non-financial agreement, the prime sponsor and school board provide a hands-on work experience program in the building and maintenance trades for low-income high school juniors and seniors. Transportation is provided. Follow-up includes job placement services, job opportunities with the school district, and eligibility to enter an approved apprenticeship program.

GOALS AND OBJECTIVES: The program is designed to increase the employability skills of high school students. Upon completion of the program, participants should be able to make more realistic career decisions, compete in the labor market and further their education in the building or maintenance of their choice.

CONTACT PERSON: Bo Ryle
Jefferson Parish School Board
519 Huey P. Long Ave.
Gretna, LA 70053
(504) 367-3120

TITLE: YETP Service Delivery System

SOURCE OF FUNDS: CETA, Title III, Subpart C, YETP/CETA, Title II, VI, PSE

UNIQUE FEATURES: The prime sponsor subcontracts with nine community-based organizations to provide a Youth Employment and Training Program service delivery system for a six-county rural consortium in south-central Pennsylvania. The system has three components: intake, career exploration, and an interim program for high school dropouts.

GOALS AND OBJECTIVES: The major goals and objectives of the system are to increase the employability of high school youth, foster self-awareness, introduce youth to the world of work develop work experience, good work habits and self-confidence.

CONTACT PERSON: Laurence Tomasetti
Southern Alleghenies Planning Employment & Training Administration
Altoona, PA 16601
(814) 946-1673

TITLE: Community College of Baltimore (CCB) Middle College Program

SOURCE OF FUNDS: YIEPP YETP

UNIQUE FEATURES: Middle College, housed in the Community College of Baltimore, incorporates a GED and one year certificate program with related work experience. By offering both job and college degree, the program motivates high school drop-outs, who are bright but alienated from the traditional education system, to return to school. Students alternate work and school days, earning their GED in several months and enrolling in regular CCB classes as they are ready. Students and staff are grouped into four small units for the purpose of developing close working relationships. Students are paced academically to permit both advanced work and remediation. The coordination of teaching, counseling, and work-site staff insures comprehensive support services.

GOALS AND OBJECTIVES: Educational objectives: (1) to enable students to pass the GED and (2) to earn CCB one year certficate or A.A. degree of their

choice. Vocational objectives: (1) to provide students with the skills and attitudes acquired from emaningful work experience; (2) to help students articulate career goals and provide the training necessary to pursue them; and (3) to assist students in finding full-time employment upon graduation. Business/Community Objectives: to provide a source of employable youth (the project's skills training program is coordinated with local manpower needs).

CONTACT PERSON: Steven Kaiser
Mayor's Office of Manpower Resources (MOMR)
701 St. Paul St.
Baltimore, MD 21202
(301) 396-5586

TITLE: Theatre Without Bars: Job Readiness Program

SOURCE OF FUNDS: CETA Title III Governor's 5%/Private donations/ Box office/ ticket sales

UNIQUE FEATURES: Theatre Without Bars (TWB) is a challenging, dynamic and revolutionary program for inmates. The fact that TWB operates behind prison bars is, in itself, a unique concept. The most outstanding features of this program are as follows: TWB attempts to bridge the difficulty and problematic transition from prison back to society and the world of work. TWB offers two workshops a week, acting and writing; and one special education workshop every two months (total of six). TWB maintains an all-inmate theatre company performing only within New Jersey statelines; and an ex-inmate theatre company which travels throughout the United States.

GOALS AND OBJECTIVES: The primary purpose of TWB is job readiness training. This goal is accomplished by the following methods: Building communications skills, self-confidence, and a sense of worth and self-respect which are necessary components for the transition from incarceration to the world of work. Determining goals, behavioral and attitudinal problems, and areas of special interest to meet the needs of each participant. Teacher training and program for expansion are future objectives of TWB.

CONTACT PERSON: Thea Lammers/Michael Dalakian
Theatre Without Bars, Inc.
P.O. Box 11272
Yardville, NJ 08620
(609) 737-23389/0617

TITLE: Preapprenticeship Training Program

SOURCE OF FUNDS: YETP - South Bend Title I - Elkhart State - Indiana Sec. 34

UNIQUE FEATURES: (1) Program is operated by coordination from two prime sponsors; the city school system and the county unions. The Union Council has guaranteed 42 Apprenticeship and Training openings to youth who successfully complete the preapprenticeship training program. (2) 80 Training Modules will be developed in trade areas that presently do not utilize the apprenticeship Training method. (3) Skilled journeymen from plumbing, electrical, carpentry, and brick laying trades directly prepare youths for Apprenticeship Training. (4) Basic education is provided to raise the math and reading levels of youth participants. (5) The project encourages female participation in careers which have been traditionally male oriented.

GOALS AND OBJECTIVES: (1) Placement of 42 youths in apprenticeship training slots; (2) development of 80 training modules; (3) development of 160 employment opportunities in areas outside the building trades area; (4) increase average youth grade level from 2.5 in math and reading and a 70% positive completion rate.

CONTACT PERSON: Dianne S. Fitzpatrick
Bureau of Employment and Training, City of South Bend
10th Floor, County-City Building
South Bend, IN 46601
(219) 284-9422

TITLE: VOICE - Vocational Interest and Career Exploration

SOURCE OF FUNDS: Department of Labor YETP Title III

UNIQUE FEATURES: (1) Career Exploration emphasis (2) Creative utilization of Education, Training and Assessment Programs with all components of the CETA Delivery System (Employ Ex, CETA Marketing Team, Operation SER, Women's Resource Center, GI Forum, Urban League, State Employment Service providing cooperative outputs for clients, NAB and Workout, Ltd., also will be involved. (3) Use of Community Colleges (4) Use of Dictionary

of Occupational Titles as a basis for program design (5) Private Sector Involvement.

GOALS AND OBJECTIVES: (Goals): Provide in-school youth with vocational training and experience, provide academic credit for completion of the program. Provide post-program employment, vocational training, and vocational educatoion opportunities, provide Federal minimum wage salary for hours of classroom training. (Objectives): To enroll 100 economically disadvantaged youth, 15-21 years of age. To have 75% of the enrollees successfully complete the VOICE Program. To have 20 of those who successfully complete the program move into work related situations.

CONTACT PERSON: Jack Winchester
CETA Youth Training and Employment
25 North Spurce
Colorado Springs, CO 80905
(303) 633-60670

The Facts Are In -- So What!

So here, we have the data on history, legislation, funding sources, coordination that is working and now we look to the future. Can Ceta and Vocational Education find happiness in a mutually beneficial marriage.

What is meant by coordination? Webster describes coordination as working together harmoniously; or, to harmonize in a common action or effort. This indicates then, that there should be mutual benefits to both parties.

Ceta/Vocational Education Coordination Means

Mutual benefits for whom? The people served? Or the agencies themselves? The question then becomes - "Does each agency and the clientele served gain mutual benefits from this coordination?

Before we can answer that question, perhaps we need to define vocational education? Is it training for employment? Or is that definition too narrow? Is Ceta training for employment? Or is that by legislative intent, too narrow? Who will define these programs? Can we then discuss mutual benefits for people?

If Vocational Education is to serve Ceta, how can the rigid structure of classroom, buildings and faculty be altered to serve a group of people who have dropped out because of the system? These people have different values and a different work ethic. And if vocational teachers take pride in developing craftsmen, how can their goals and idea be changed? Or should they change?

How would funding have to change? Federal funds now represent only small percentages of total budgets. Yet federal regulations assume major importance and states scramble to "comply". Even the

contributions states make to local school districts is small. Local education agencies resent the dictation of both State and Federal regulations when local contributions to vocational education make up the largest part of the budget.

In the new legislation there should be a companion bill for YEDPA and Vocational Education. This bill would emphasize and earmark funds that would help to keep students in school. Should not these students have the same kind of support services that YEDPA youth enjoy--wages, transportation dollars, baby sitting services? Why not? Are these not primary reasons for leaving school?

Coordination is a big word. It should not be bantered about without carefully thinking through first, if coordination under present legislation, funding sources is truly possible. Perhaps I've asked more questions than I've provided information to answer. That may be good--if the questions evoke the thought processes and have piqued your curiosity enough to seek answers of some one else, where it counts the most.